

**Title: Ousted and Muted: Chinese Language Education Policies and Practices of Social and Cultural Power in Canada**

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**Abstract:** With this paper, I will explore specific policies and power relations pertaining to Chinese Heritage Language (HL) in Canada and British Columbia (BC) Framed by power relations and societal attitudes, the paper intends to contextualize historical and contemporary marginalization enacted through HL-related legislatives, education and immigration policies, and language programs, to illuminate the current state of institutional support (or lack thereof) for Heritage Language acquisition. This paper raises the fundamental question of whether the related policies and practices serve to foster or hinder Heritage Language retention for ethnic-Chinese immigrant youth within public education settings. I argue that, despite large studies suggesting the benefits of multilingualism (Cummins, 1992a, 1992b; Duff & Li, 2014; Hua & Costigan, 2011; Guardado, 2002; Kondo-Brown & Brown, 2006, 2008; Tse, 2001), persistent Heritage Language advocacy efforts by ethnic-Chinese parents (Mizuta, 2016), and strong evidence of severe minority language loss across generations (Wong Fillmore, 1991), there continues to be a deficiency in institutional support for ethnic-Chinese students' HL education in the contemporary and multicultural society of BC.

**Keywords:** Heritage Language Education, Policy, Practice, Social and Cultural Power, Institutional Support